 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Garrett Hodgkins** **Lesson #: Two Facet: Empathy**  
**Grade Level: 9-10 Numbers of Days: 1-6**  
**Topic: Huckleberry Finn**  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**that the vocabulary of the time was different  
  
**Student will know**dialect, theme, slurs  
  
**Student will be able to**consider the difference between dialects  
  
**Product:**iMovie  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:** *determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings analyze the cumulative impact of specific word choices on meaning and tone.*  
  
**Rationale:**In this lesson students will start dealing with the difference between dialects and working out how to understand them. Students will use make an iMovie as a summative assessment to show that they understand the difference.  
  
  
**Assessments**  
iMovie  
  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I will use Definitions are U in order to ensure that all students have a grasp on what some of the differences in dialect mean, and how they transpose to our time.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will use a checklist to verify that their iMovie has all required specifications. I will use the same checklist.  
  
**Summative (Assessment of Learning):**  
•Imovie: students will make a video showing differences between dialect. Students will have to show both Huck's dialect and our own dialect and show that they have an understanding of the key differences and similarities. Points will be awarded for that clear understanding and demonstration, not on editing abilities.  
  
**Integration**  
**Technology:**  
To integrate type two technology into this lesson students will be using iMovie to show that they know the differences between dialect  
  
**Content Areas:**  
Tech and movie content areas could be included due to the iMovie. History could also be included due to the time the novel is set in.  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use a Venn Diagram in order to compare words from now and the dialect in time of the book. Students will also use think-pair-share in order to cover anything they have missed on their own.  
  
**Section II – Groups and Roles for Product**  
Students will be in groups of 3-4 students to work on the iMovie. Each students will have to have a prominent role in the making of the movie, whether it is filming, editing or acting.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** During the think-pair- share area of class students will have a chance to speak and discuss with each other what they think of the vocabulary.  
**Logic:** Students will be using a Venn Diagram in order to logically organize vocabulary from our time and Huck's time to discern dialect differences.  
**Visual:** The Venn Diagram graphic organizer will appeal to visual learners  
**Kinesthetic:** During the filming the students are free to move about the school as they feel free, as long as it doesn't disturb other classes or break school rules.  
**Musical:** The iMovie project encourages having music in the background, or throughout. The students will have an opportunity to browse different (public domain or fair use) music.  
**Interpersonal:**  
**Intrapersonal:**  
**Naturalist:** During class-time students will have an oppurtunity to work on their iMovie, students will be allowed to film outside if they like to.  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**In the case that the students is absent the Venn diagram as well as the homework assignment for the next class will be emailed to them. Also, any guidelines needed for the iMovie will be sent as well.  
  
  
**Extensions**  
  
**Type II technology:**  
iMovie  
  
**Gifted Students:**  
Students can choose to make a longer iMovie that not only displays an understanding of dialect, but also how to use satire to display an idea.  
  
**Materials, Resources and Technology**

1. Huckelberry Finn
2. Laptop
3. Venn Diagram worksheet

**Source for Lesson Plan and Research**  
  
[Huckleberry Finn](http://etext.lib.virginia.edu/toc/modeng/public/Twa2Huc.html)  
[Venn Diagram](http://www.eduplace.com/graphicorganizer/)  
  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
**Day One**

* Students will come into class and take a seat. I will then show a series of video clips from around the country in order to show how dialect can differ throughout the United States, time-wise and area wise. (10 mins)
* Afterwards I will hand out the Venn diagrams that students will need to use. I will give the students a chance to work alone to write words from the novel that they were unsure of on the Huck side, words that are unused on the modern side, and any similarities they may have found in the middle. After this students will work in groups to discuss each others findings. (20 mins)
* After this, I will explain the iMovie project as well as its due dates. I will divide students into groups according to who has the most experience with the program.(15 mins)
* I will give students a period of time in order to discuss some plans of what they might do for the movie. (30 mins)
* We will have in class reading for the remainder of the time. (10 mins)

**Day Two**

* Students will once again list words on their Venn Diagrams that they were unsure of and we will go over them together as a class. (15 mins)
* We will read out of the novel (25 mins)
* The remainder of class will be used for students to work on their iMovie projects (40 mins)

**Day Three**

* The entirety of this class will be used to work on iMovie (80 mins)

**Day Four**

* iMovie work (80 mins)

**Day Five**

* Today will be used to present all of the iMovies (80 mins)

**Classroom Arrangement**  
  
  
The desks will be arranged so that students will be able to face each other in groups of 4 throughout the entirety of the lesson. Students will understand that the vocabulary of the time was different. Dialects differ all around the world and among generations of people and the ability to translate or understand different dialects is crucial throughout a student's life and their venture into the real world. D*etermine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings analyze the cumulative impact of specific word choices on meaning and tone.*In the beginning of this class the students will be treated to a series of videos to get an idea on how dialect can differ among all language speakers. The students will then discuss some of the things they heard and how well they understood them.  
**Where, Why, What, Hook Tailor:** Visual, Interpersonal, Verbal  
  
Students will use a Venn Diagram in order to compare words from now and the dialect in time of the book. Students will also use think-pair-share in order to cover anything they have missed on their own. The Venn diagram will be used each day throughout this lesson so students can continue to list words from Huck's dialect and our dialect. Think Pair Share will be used so each student will be able to get another students perspective on dialect and hopefully become more knowledgeable because of this. I will use Definitions- Are- U in order to verify that students have an accurate understanding of the words they listed on their Venn Diagrams at the end of class.  
**Equip, Explore, Rethink Tailor:** Logical, Visual, Intrapersonal, Interpersonal  
  
  
Students will be able to consider the differences between the dialects of Huck's time and our own time, and properly decipher any differences by the end of this lesson. Students will use an iMovie project that displays their ability to understand the differences in dialects. It is my hope that through this project they will not only find a creative, fun way to display the knowledge they have gained through this lesson, but that they will also further their knowledge in a type II technology.  
Students will use a checklist to verify that their iMovie has all required specifications, and I will use the same checklist.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Naturalist, Musical, Interpersonal  
  
iStudents will have their own assessment of their final iMovie project as well as feedback from me as well. What I will be assessing is whether their iMovie displays that their ENTIRE group has an understanding of how the dialects vary, not how well edited the iMovie is. I will give them a feedback sandwich on the outcome of their iMovie, as well as give them a chance to go through and revise some areas that may have needed cleaning up in the movie. This connects to the homework because the students could not have any understanding of the differences of the dialect without reading the book that has an example of the dialect. This connects to the next lesson because the next lesson also deals with vocabulary and dialect.  
**Evaluate, Tailors**  
  
  
**Content Notes**  
Student will know dialect, theme, slurs  
  
  
  
  
**Handouts**

1. Venn Diagram

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***This lesson will appeal to clipboards because throughout it students will have a sequence of doing their reading homework and recording any finds to their Venn diagrams ( as well as the continuing blog entries.)  
  
  
  
***Microscope:***This lesson will appeal to microscopes because it gives them a chance to be creative during the editing process of the iMovie. Also, students will be working among other peers.  
  
  
  
***Puppy:*** Students will largely be working with their peers throughout this lesson  
  
  
**Beach Ball:** Students will be able to choose their particular role in the making of the iMovie.  
  
  
***Rationale:***  
This lesson will cater to all learners through group work, chances to explore ones creativity, a stable schedule, and a free work environment.  
  
  
  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:**  
Students will continue to write in their Venn Diagrams throughout the lesson, giving me the chance to see that they are growing and understanding the dialect as they continue to read.  
  
  
**Summative:**  
The iMovie will be used as a summative assessment. The student will need to demonstrate and understanding fo both dialects and how they differ throughout the iMovie, as well as show that they know how to decipher the differences.  
  
  
**Rationale:**  
Students will be adequately assessed throughout and at the end of this lesson through the use of the graphic organizer Venn Diagram, and the iMovie  
  
  
**Rationale:**  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**  
Students will know dialect, theme, slurs  
  
**MLR or CCSS:**  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:** *determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings analyze the cumulative impact of specific word choices on meaning and tone.*  
  
**Facet:**Empathy  
  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
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**Logic:** Students will be using a Venn Diagram in order to logically organize vocabulary from our time and Huck's time to discern dialect differences.  
**Visual:** The Venn Diagram graphic organizer will appeal to visual learners  
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**Interpersonal:**  
**Intrapersonal:**  
**Naturalist:** During class-time students will have an opportunity to work on their iMovie, students will be allowed to film outside if they like to.  
  
  
  
**Type II Technology:** Students will be using iMovie as a type II technology and as their summative assessment.   
  
Rationale: The group work will appeal to Interpersonal as well as Vebal learners. The iMovie project will appeal to logical, kinesthetic, musical, and naturalist learners as students will be dealing with music, logical editing, chances to film outside, and obviously the general movement involved in filming a movie.  
  
  
**NETS STANDARDS FOR TEACHERS**  
**1.** Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
**b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources**  
  
**c.** Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
**d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments**  
  
Rationale: Students will be using technology as a tool and a learning assistant. Also, the Venn Diagram is a tool that will be used to help them understand the difference in dialects.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
**a**. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
**b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress**  
  
**c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources**  
  
**d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching**  
  
Rationale: Students will eb working on an iMovie to help promote their creativity as well as show they have developed an understanding for the lesson.